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ABSTRACT

A project was conducted to expand the career horizons of young women and young men, with particular emphasis on the increasing options for women. The first activity completed was a comprehensive report on the employment trends of women and the implications of those trends for women's participation in vocational education programs. A curriculum entitled "Expanding Career Horizons" was then developed based on the conclusions and recommendations set forth in the first report. The curriculum was intended for use in grades 7-14 and consisted of five, 50-minute lessons. In addition, a teacher's guide was developed to assist in the utilization of the curriculum. This curriculum was systematically field tested and validated in nine schools, including several high schools, a vocational center, and a community college (see CE 019 895). It was then disseminated to schools throughout Illinois through a series of fifteen dissemination/awareness workshops. A 16mm color/sound film on sex role stereotyping was also developed for teachers, counselors, administrators, and parents. An impact assessment was conducted which was designed to measure the degree of use of the curriculum. Finally, a group of teachers was trained to conduct inservice workshops for other teachers on classroom use of the curriculum. (BM)

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ED178688

Final Report

The Special Vocational Education Needs of Women

EXPANDING CAREER HORIZONS

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois
1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 019 893

FOREWORD

The Illinois Office of Education is pleased to make available the final report for the project "The Special Vocational Education Needs of Women."

This publication has been prepared to enable Illinois educators, as well as those in other states to gain additional insight into efforts to achieve sex equity in vocational education.

The information and data from which this report was developed was furnished through the cooperation and assistance of numerous teachers, counselors, administrators and students throughout Illinois.

I would like to acknowledge assistance obtained from Rene C. Kane and Constance W. Cline.

Joseph M. Cronin
State Superintendent of Education

CONTENTS

	Page
Background	4
Development of the Expanding Career Horizons Curriculum	6
Development of the Film "When I Grow Up . . ."	12
Curriculum Dissemination Workshops	19
Impact Assessment	20
Appendices	
Appendix A Answers to Women in the Labor Force Quiz	23
Appendix B Sex Equity Evaluation Questions	27
Appendix C Acknowledgments	32

BACKGROUND

The "Special Vocational Education Needs of Women" project was the culmination of a series of activities that grew out of the concern for young women to prepare for meaningful, gainful employment. 1972 vocational education statistics revealed that eighty percent of female vocational education students were enrolled in Homemaking-consumer (49.5%) or Office (30.5%) programs. At the same time, statistics on the participation of women in the labor force showed that nine out of ten high school women would, at some time in their lives, work outside of the home. Male enrollment in vocational programs was similarly concentrated in Trade and Industrial (46.9%), Agriculture (18.8%) and Office (12.3%). (Upon further investigation, it was found that male students enrolled in Office programs were usually in Business or Management courses or were taking a typing class for personal use.) It was apparent by these statistics that vocational education programs were not adequately preparing students, particularly young women, for their roles in the work force.

In 1973, staff of the Research and Development Unit (RDU) of the Department of Adult, Vocational and Technical Education (DAVTE) received a USOE grant to conduct activities directed toward broadening the career horizons of young women (grades 7-14) in vocational education. It was recognized that women do not have a fixed class of talent and no longer want to or should be sex-stereotyped. Through their research into the concept of sex role stereotyping the staff soon recognized that sex stereotyping limits the career options for young men as well. Along with stereotypes of many occupations (male hair stylist, child care worker or secretary) there were pressures to strive for an occupation based on potential income and opportunities for advancement rather than personal values and interests. The project goals were broadened to include both young women and young men. DAVTE staff issued a request for proposal to interested educational parties, public and private, to develop activities related to broadening the scope of involvement of young men and young women in vocational education at the secondary and post-secondary levels.

The products of this project include a research report, *Vocational Preparation of Women:* A Critical Analysis by Jo Ann Steiger; a set of curriculum materials, *Expanding Career Horizons*; and an eighteen-minute film for teachers, administrators and counselors entitled, "When I Grow Up . . ."

EXPANDING CAREER HORIZONS

DEVELOPMENT OF THE EXPANDING CAREER HORIZONS CURRICULUM

The research firm of Steiger, Fink, and Kosecoff, Inc. was contracted for the initial development of activities to expand the career horizons of young women and young men, with particular emphasis on the increasing options for women.

Out of that original contract came first a comprehensive report, *Vocational Preparation for Women: A Critical Analysis.* (This report is available for $1.00 through PEER, 1029 Vermont Avenue N.W., Suite 800, Washington, D.C. 20005 or for free loan through the East Central Curriculum Management Center, 100 North 1st Street, Springfield, Illinois 62777) on the employment trends of women and the implications of those trends for women's participation in vocational education programs. Some of the most pertinent data presented in that report include:

1. Nationwide: Half of all women enrolled in vocational education were enrolled in homemaking courses, another 30% in office occupations and another 14% were in other traditionally female fields.
2. Of the total enrollment of females in vocational education courses, 82.9% were enrolled in homemaking, home economics and office occupations.
3. Trade, industrial, and technical education courses, for which the employment prospects appeared bright, enrolled only 7.6% of women in vocational education in Illinois.

A curriculum entitled *Expanding Career Horizons* was then developed based on the conclusions and recommendations set forth by Steiger, in *Vocational Preparation for Women: A Critical Analysis* and the following conceptual framework:

1. That the curriculum and its component parts should address students directly, and should provide peripheral influence on teachers, school administrators and parents.
2. That the curriculum should not be directed toward one sex, but should be open to both male and female students as a matter of logic as well as legality.
3. That the curriculum should not emphasize one particular occupational area but should serve to open students' thinking to consider every possibility of interest without regard to societal pressures to conform to sex role stereotyping.
4. That the curriculum should be activity oriented to allow maximum student participation.
5. That the curriculum should be developed in such a way as to allow its relatively easy incorporation into the existing school curriculum by a regular classroom teacher.

The curriculum was intended for use in grades 7 - 14 for the purpose of increasing students' awareness of the need for broader utilization of vocational education by women and at the same time attempting to free up stereotyped thinking of both sexes. The topics and format of the five, 50-minute lessons that constitute the *Expanding Career Horizons* curriculum are as follows:

Lesson I

INTRODUCTION TO THE CONCEPT OF SEX STEREOTYPING

This lesson introduces the concept of sex stereotyping through drawing and discussion. To make students aware of the images they have of different careers, they are asked to sketch people in various occupations (nurse, business executive, secretary, electrician). They then discuss the sex of the workers drawn for each occupation and whether or not men or women could perform equally as well. The students also discuss typical men's jobs, typical women's jobs, "neutral" jobs and societal factors and stereotypes that may influence career choice.

Lesson II

LAWS PROHIBITING SEX DISCRIMINATION

Through dramatic enactment of court proceedings, students become aware of the laws such as the Civil Rights Act and the Equal Pay Act which make discrimination by sex illegal. Actual court cases have been adapted for student use. Students pronounce their own judgements, then discuss what actually happened in the case and why.

KELLOGG vs. FIRST FEDERAL BANK

EQUAL PAY ACT

JUDGE: Will the Attorney for the Plaintiff please begin the case.

ATTORNEY FOR THE PLAINTIFF: We will show that the First Federal Bank violated the EQUAL PAY ACT OF 1963 by paying female employees less than male employees for the same work. The first witness I would like to call is Miss Kellogg.
(Miss Kellogg takes the stand.)

ATTORNEY P: Miss Kellogg, what was your position in the First Federal Bank?

KELLOGG: I was a teller.

ATTORNEY P: How long have you been a teller there?

KELLOGG: Since 1946.

ATTORNEY P: Miss Kellogg, what was your salary as a teller in 1961 when Mr. Stewart began working at the bank?

KELLOGG: My salary then was $260 per month.

ATTORNEY P: When Mr. Stewart started at the bank, he started as a teller, is that correct?

KELLOGG: Yes, that's right.

ATTORNEY P: Did Mr. Stewart do exactly the same work you did, and had been doing since 1946?

KELLOGG: Yes, exactly the same work.

ATTORNEY P: And what was he paid?

KELLOGG: He was paid $300 per month, just starting.

ATTORNEY P: Do you know of other cases where men were paid more than women for the same work?

KELLOGG: Always, that was always the way. Why Jenny was making $260 as a bookkeeper when Harvey was being paid $315 for the same work and I remember once seeing that Charlie was making $425 to Elizabeth's $300.

ATTORNEY P: Thank you, Miss Kellogg. That ends my questions.

JUDGE: Does the Attorney for the Defense have any questions for this witness?

ATTORNEY FOR THE DEFENSE: Yes, Your Honor.
(Attorney for the Defense steps forward.)
Miss Kellogg, you have stated that various men were paid more than women for exactly the same work. But is it not true that these men were not just doing the work of, say, teller, but were also training to become officers of the bank?

KELLOGG: You couldn't tell by me.

ATTORNEY D: Could you explain that.

KELLOGG: Those men would come in and do the same work as the girls. They would be tellers or bookkeepers or whatever. Now sometimes the men would get promoted and the women wouldn't, but that was just another bit of discrimination. The men got no special training beyond simple experience on the job, same as the women.

ATTORNEY D: You say that women never got promotions, yet there are now two women officers in the bank, are there not?

KELLOGG: There are now, but that happened lickety split <u>after</u> this discrimination suit was filed. There were none before that.

ATTORNEY D: Thank you Miss Kellogg. That ends my questions, Your Honor.

JUDGE: Does the Attorney for the Plaintiff have any further questions at this time?

ATTORNEY P: No, Your Honor.

JUDGE: Miss Kellogg, you may step down.
(Miss Kellogg steps down.)
Would the Attorney for the Defense call his (or her) first witness.

ATTORNEY D: At this time I would like to call Mr. James, Vice President of the First Federal Bank in charge of personnel.
(Mr. James takes the stand.)
Mr. James, it has been charged that the First Federal Bank paid men workers more than women workers for the same labor. Was that, in fact, the bank's policy?

JAMES: No, it was not a simple matter of more pay for male workers. Like most institutions, we rely on promotion through the ranks to fill our top jobs. We like our officers to have fairly extensive training including a rotation through almost all the jobs in the bank. So you may see two people performing the job of teller and it may look as if they are doing the same work, but they are not. One is a teller, and will never be anything more than a teller, while the other is a future officer of the bank in training. The wage rates are not comparable. They are on different scales.

Lesson III

LABOR FORCE PARTICIPATION OF WOMEN

A written exercise and discussion is used to show the patterns and extent of women's involvement in the labor force. A true-false quiz deals with the number and characteristics of women in the labor force. A job chart exercise shows occupational areas occupied by men and women and numbers in each and a wage chart exercise shows typical salaries paid for each of the five job areas most occupied by men and women.

TRUE – FALSE QUIZ

Read each of the following statements and decide if you think it is true or false. Circle the T if you believe the statement is true. Circle F if you believe the statement is false.

1. Although some women work for pay all their lives, most women marry young and never join the labor force.	T	F
2. Out of every 10 workers, 6 are male and 4 are female.	T	F
3. Very few women with children under the age of 18 are in the labor force.	T	T
4. Out of every 10 women with children under the age of six, three are in the labor force.	T	F
5. Nine out of ten men over the age of 16 are in the labor force.	T	F
6. Eleven million American children live in families in which only one parent is present.	T	F
7. In families in which the husband and wife are both present, the wife rarely works outside the home.	T	F
8. Nearly half of all women over the age of 16 are in the labor force.	T	F
9. About 4 out of 10 adult women are single, widowed, divorced or separated from their husbands.	T	F
10. The average yearly wage for men workers is about $13,000 and the average yearly wage for women workers is about $8,000	T	F

(For answers to this quiz see Appendix A)

Lesson IV

WAGES AND COST OF LIVING

A simulated game is used to show the effects of women's labor force participation on a family's standard of living. The game has a similar format to "Monopoly." Each round represents ten years of life. Students play as couples and might experience an increase or decrease in standard of living, health or marital problems, the cost of raising a family, a change in occupation, etc.

Lesson V

GUIDANCE TESTS

This lesson utilizes mock aptitude/interest tests to illustrate the problem of sex bias in guidance and counseling. Students are given a questionnaire which asks them to indicate their interest in such activities as harpooning whales, rewiring digital computers, etc. Most students reacted with "I've never done that, how do I know if I'd like it?" The class then discusses the fact that much of what such tests show is a result of cultural conditioning and societal stereotypes.

INTEREST SEARCH: PART I
Check whether you like, or don't like each activity.

I like to	I don't like to	ACTIVITY
☐	☐	Act in movies
☐	☐	Go sky diving
☐	☐	Rivet steel beams
☐	☐	Design museum displays
☐	☐	Go scuba diving
☐	☐	Rewire digital computers
☐	☐	Scale mountains
☐	☐	Buy and sell houses
☐	☐	Design buildings

Check whether you can, or can't perform each task.

I can	I can't	TASK
☐	☐	Use a boomerang
☐	☐	Harpoon whales
☐	☐	Spin wool on a spinning wheel
☐	☐	Use lasar beams to make holographs
☐	☐	Use an artificial kidney machine

A teacher's guide was developed to assist in utilization of the curriculum. It contains a variety of supplemental activities for each lesson as well as background information useful in discussing each of the lessons.

During the following contract year the curriculum was systematically field tested and validated in nine schools including several high schools, a vocational center and a community college. The curriculum was field tested in vocational and non-vocational classrooms, including math, drafting, English, and child care classes involving over 500 students. At the end of each round of field testing the students were asked to comment on the curriculum. Some typical comments were:

". . . unit is good because it teaches teenagers about sex discrimination and laws and many are not aware of either."

"I Think it is valuable for some people who think women should have the same chance for every job that a man has (even garbage collectors)."

"It can open up a new world of interests for us. Also gives us some new job ideas."

"Make it longer, more detailed; give the names of people or agencies to contact in case of discrimination."

The purpose of the "Special Vocational Education Needs of Women" project was primarily to disseminate the *Expanding Career Horizons* Curriculum to schools throughout Illinois. This was achieved through a series of fifteen dissemination/awareness workshops held throughout Illinois. Approximately 450 teachers, counselors, students, and administrators attended these workshops; over 400 curriculums were distributed.

DEVELOPMENT OF THE FILM, "WHEN I GROW UP . . ."

An additional objective of this project was the development and field testing of a 16 mm color/sound film for high school aged audiences to increase their awareness of sex role stereotyping and its effects. This objective was reevaluated and it was determined that such a film might be more appropriate and more effective if aimed at teachers, counselors, administrators and parents.

The RDU contracted for the development of such a film in October, 1976. By June 30, 1977, the film had been written, filmed (with real students and teachers as actors) and field tested. The East Central Curriculum Management Center of the Illinois Office of Education began filling requests for the film in August, 1977. At this date the film had been or will be (in the case of future requests for its use) reserved 197 times.

The final copy of the film was 18 minutes long and featured eight sequences in which sex role stereotyping and ways to deal with sex role stereotyping were presented. A summary of the eight sequences follows:

The film begins with a group of kindergarten students telling what they would like to be when they grow up. Their responses are very traditional: The girls want to be nurses, teachers and mothers; the boys want to be firemen, policemen, spacemen, dentists and doctors.

The second sequence presents the situation in which two children, a boy and a girl, are disciplined in the principal's office for shooting rubber bands. The principal questions each child separately and judges the tearful girl to be "very sensitive" and the tearful boy "emotionally immature."

The third sequence involves three members of a junior high math class (two boys and one girl). Each expresses dissatisfaction with a passing but unacceptable grade of "C" on a math test. One boy wants a better grade because he wants to be an accountant; the other is simply accustomed to getting better grades. The two boys are encouraged and granted extra tutoring without questioning. However, when the girl expresses dissatisfaction with the "C" grade, the instructor responds that the grade is quite acceptable. He questions her plans to be an engineer and stresses that it is a highly competitive field. He eventually agrees to tutor her along with the boys.

The fourth sequence presents a boy who has been working as an assistant in the school library. He is enthusiastic about the work and relates his desire to pursue this career to the school librarian (female). She responds with gentle discouragement and suggests that since he would be the breadwinner for a family, he would probably want a better paying job, such as a library administrator.

The fifth sequence of the film involves sex role stereotyping in textbooks. A high school class in consumer education is studying insurance; all of the examples in the textbook are male. When a student points this out, the teacher stops the discussion so that the class can respond to the question of women and their insurance needs.

The sixth sequence presents three primary girls practicing a cheer:

"Firecracker, firecracker - boom, boom, boom! Boys have the muscles, coaches have the brains. Girls have the sexy legs. So let's win the game!"

The seventh sequence concerns a female student in a high school auto mechanics class. She begins to tear down an engine, but runs into trouble trying to remove a bolt. She strains and trys, but does not succeed. She stands back, frustrated, just as the instructor appears. He proceeds to explain the concept of torque, or twisting force and the various ways in which torque can be applied and that the task does not require physical strength as much as it requires knowledge of tools and aids available.

The eighth and final sequence was filmed in a high school counselor's office. A female student requests career information on commercial airlines. As she proceeds to express her desires to be an airline pilot, the counselor launches into a description of the duties of a flight attendant. Thus, a conversation develops in which both counselor and students are talking a blue streak on separate tracks, and neither is listening to the other.

A film discussion guide was also developed and distributed with each copy of the film. Each sequence of the film is summarized and questions about sex role stereotyping presented in the film are listed to provide a basis for discussion. The primary vehicle for dissemination of this film was the *Expanding Career Horizons* curriculum dissemination workshops. However, the film was also used in a wide assortment of meetings, workshops, and training sessions, with both state and local educational staff (vocational and non-vocational). The film was made available for loan from the East Central Curriculum Management Center in the Illinois Office of Education and for purchase from Motorola Teleprograms in Chicago.

EXPANDING CAREER HORIZONS

WORKSHOPS

REGISTRATION 9:00-9:30 / WORKSHOP 9:30-1:00

No. 1—SEPT. 13, 1977—Sycamore
Sycamore High School Auditorium
Spartan Trail
Sycamore, IL

No. 2—SEPT. 14, 1977—Moline
Howard Johnson Motor Lodge
Quad City Airport
Moline, IL

No. 3—SEPT. 20, 1977—Elk Grove Village
Holiday Inn — Elkgrove
1000 Busse Road, Room — Colonial A
Elk Grove Village, IL 60007

No. 4—SEPT. 21, 1977—Joliet
Dimas' Restaurant
2219 West Jefferson
Joliet, IL

No. 5—SEPT. 27, 1977—Pekin
Holiday Inn
Route 9, Court Street
Pekin, IL

No. 6—SEPT. 28, 1977—Springfield
Dept. of Transportation Building (Auditorium)
2300 South Dirksen Parkway
Springfield, IL

No. 7—OCT. 4, 1977—Mattoon
Mattoon High School Study Halls A & B
2601 Walnut
Mattoon, IL

No. 8—OCT. 5, 1977—Marion
Holiday Inn
Rt. 13 & I-57
Marion, IL

No. 9—OCT. 12, 1977—Edwardsville
SIU — Edwardsville
Mississippi/Illinois Room
2nd Floor — Student Union
Edwardsville, IL

No. 10—OCT. 27, 1977—Grayslake
Lake County AVC
19525 West Washington
Grayslake, IL 60030
Rooms 143-144-145

NOTE — At least one additional Workshop will be held in Chicago. For date & place Phone 217/782-0730

EXPANDING CAREER HORIZONS

curriculum • instruction • workshop

17

REGISTER TODAY!

19

STAMP

CONNIE CLINE
PLANNING and PROJECTS
Dept. of Adult, Vocational and Technical Education
ILLINOIS OFFICE of EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

18

Why have a workshop?

This series of workshops is being conducted to introduce and disseminate new classroom materials which create awareness of and help eliminate sex bias, sex role stereotyping and sex discrimination. The program can help you meet the requirements of Title IX and the Education Amendments of 1976. It helps to prepare students realistically for the world of work and opens their thinking to consider any field, traditional or non-traditional.

Curriculum includes . . .

The materials, which have been successfully field tested throughout Illinois, are for BOTH SEXES of students grades 7-14. The materials include 5-50 minute activity oriented lessons which can be used by any teacher or counselor at any time in any class, vocational or non-vocational. The materials will be packaged in kit form each kit containing 1 teacher guide and enough student materials and game boards for 30 students.

Workshop activities . . .

The fast-moving workshop activities will include an awareness film and discussion . . . slides . . . tapes . . . theatrical dramatization by students as well as other awareness activities.

A WORKSHIP DESIGNED FOR ADMINISTRATORS, TEACHERS, COUNSELORS, and YOU MIGHT WISH TO INCLUDE PARENTS and COMMUNITY LEADERS

Share this brochure with others who may be interested in attending with you.

FREE CURRICULUM KIT

With Materials for 30 Students
One per district attending the workshop

Supported by the
State Board of Education
Joseph M. Cronin
State Superintendent of Education
through a USOE Part C, P.L. 90-576, Research Grant.

Detach and fill out the Registration Form →

EXPANDING CAREER HORIZONS REGISTRATION FORM

Each District Represented at the Workshop will Receive One Curriculum Kit FREE!

NAME _____

POSITION _____

SCHOOL NAME _____ DISTRICT NO. _____

SCHOOL ADDRESS _____

CITY _____ ZIP _____

I Will Attend WORKSHOP No. _____ To Be Held At _____

On Date _____

PLEASE RETURN REGISTRATION FORM BY SEPT. 6, 1977

For Further Information Contact
CONNIE CLINE — 217/782-0730

CURRICULUM DISSEMINATION WORKSHOPS

The dissemination workshop was designed to be an informative presentation of the *Expanding Career Horizons* curriculum as well as a general introduction to the concept of sex role stereotyping. The workshops began with a student presentation of the role play activity in Lesson 2 of the curriculum—Laws Prohibiting Sex Discrimination. Then, the film "When I Grow Up . . ." was shown and the workshop participants broke into small groups utilizing the film discussion guide. Each group discussed sex role stereotyping as presented in one sequence of the film and ways to deal with sex role stereotyping in similar situations. The entire group then discussed each of the sequences as the small groups reported on their individual discussions.

This portion of the workshop was often the most interesting as there usually was a wide variety of attitudes and ideas expressed about sex equity during the small group discussions.

Negative or apprehensive feelings regarding sex equity were often voiced by the participants. When these concerns or feelings were expressed, it was important for the workshop presentors to deal objectively with each individual. This was facilitated through small group discussions and a positive, non-threatening atmosphere. One issue that needed to be addressed frequently was that the entire sex equity effort on the state and national levels was directed toward *both* women and men; that men were influenced and limited by sex role stereotyping as well as women and that sex equity was not simply a women's issue or a feminist cause but a human issue and a human cause. The most effective concept conveyed throughout the workshops was that of freedom of choice for an individual to pursue the occupation of his/her desire without the pressure to conform to societal sex role stereotypes.

After the film discussion and a brief coffee break, a slide presentation of the *Expanding Career Horizons* curriculum materials was given. The information presented included the basis for development of the materials, the project precepts, an overview of the five lessons and a summary and results of the field testing.

The curriculum materials were disseminated to representatives of local school districts attending the workshop—one per district in attendance. Frequently, in the case of large metropolitan areas such as Chicago, kits were distributed one per school in attendance. Each of the nineteen regional Career Guidance Centers received three copies of the curriculum.

Additional copies of the curriculum were made available to Illinois schools on a cost recovery basis through the Western Illinois Curriculum Publications Clearinghouse at Western Illinois University in Macomb.

A total of fifteen structured awareness/dissemination workshops were conducted throughout Illinois. The workshop involved 450 participants and the dissemination of 400 curriculum packages. Participants in the workshops included teachers, students, administrators, counselors, Illinois Office of Education staff, parents and representatives from numerous social service agencies (corrections, rehabilitation centers, counseling agencies, youth services, etc.).

Approximately twelve additional workshops also served as vehicles for disseminating the *Expanding Career Horizons Curriculum*. These include three presentations at the 1977 and 1978 Illinois Vocational Association Conference, two presentations at the 1977 meeting of the Illinois Vocational Home Economics Teachers Association Conference, and two presentations at the 1977 statewide Career Education Conference.

The final objective of this project was the development of self-evaluation tools to be used by local administrators, teachers and counselors to aid in their efforts at eliminating sex role stereotyping in their schools. This evaluation tool assumed the form of a series of questions.

This evaluation tool was adapted and is used, in part, in the Three-Phase Evaluation System used to evaluate local vocational programs throughout Illinois. It will also be used as partial basis for a series of on-site evaluations for sex equity to be carried out in 1978.

IMPACT ASSESSMENT

In order to measure the degree of use of the *Expanding Career Horizons* curriculum, an Impact Assessment form was developed and mailed to two hundred of the dissemination workshop participants. Each person received three copies of the form to be distributed to teachers or counselors who had used the curriculum materials.

The instrument was designed to assess whether the teachers using the materials had attended an Expanding Career Horizons Workshop; the adequacy of the training and incentive of the workshops; the number of students using the curriculum; the effectiveness of the materials used; the classes in which the curriculum was being used and whether the curriculum was used as a regularly scheduled part of a class. The form also provided for suggestions and comments concerning the curriculum materials.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

IMPACT ASSESSMENT OF THE EXPANDING CAREER HORIZONS CURRICULUM

INSTRUCTIONS: Please complete the following questions and mail to the above address by May 1, 1978. If you should need assistance with the completion of this form, please contact the Research and Development Section (217-782-4620). Your candid and prompt response is appreciated.

1. ☐ Yes ☐ No Did you attend an AVTE workshop on the **Expanding Career Horizons Curriculum**?

2. ☐ Yes ☐ No If you attended a workshop, do you feel it provided adequate training and incentive to use the **Curriculum**?

3. The **Expanding Career Horizons Curriculum** contains the five lessons listed below. Rate each lesson as to the degree of use and effectiveness in your courses by circling the appropriate number.

LESSON	UTILIZATION (not used) (used)					EFFECTIVENESS (ineffective) (effective)				
I. Introduction of Sex Role Stereotyping (drawing and discussion)	1	2	3	4	5	1	2	3	4	5
II. Laws Prohibiting Sex Discrimination (role playing court cases)	1	2	3	4	5	1	2	3	4	5
III. Wages and Jobs (charts and exercises)	1	2	3	4	5	1	2	3	4	5
IV. Cost of Living (board game)	1	2	3	4	5	1	2	3	4	5
V. Guidance Test (mock aptitude/interest tests)	1	2	3	4	5	1	2	3	4	5

4. List the courses in which you have or plan to use the **Curriculum** and provide the requested information.

COURSE TITLE	GRADE LEVEL	NUMBER OF STUDENTS RECEIVING All 5 Lessons	NUMBER OF STUDENTS RECEIVING Less than 5 Lessons	Will Curriculum become a regular scheduled part of the course instruction?
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No

5. If one or more lessons of the **Curriculum** were not used, please explain why not.

6. If one or more lessons of the **Curriculum** were ineffective, your comments and suggestions for improvement would be appreciated.

7. What additional information or experiences would help you and possibly other educators in making more effective use of the **Curriculum**?

INPUT AND TRAINING CONFERENCE

In spite of the number of teachers, administrators, and counselors attending the *Expanding Career Horizons* dissemination workshops there were many more educators, potential users of the materials, who were unable to attend a workshop. As a result, AVTE staff were frequently requested to conduct local inservice sessions on using the Expanding Career Horizons Materials. Based on a one-month grant extension as input and training conference was conducted by project staff.

The project staff contracted with fifteen teachers and counselors throughout Illinois who had experience in using the curriculum and were willing to participate in the conference. In addition, a consultant from the Illinois Office of Education participated in the conference.

The two-day conference was designed to gather input from the participants on how they had used the curriculum, additional activities they had used along with the curriculum and ways in which they had adapted the materials for use with particular students or classes. The participants were also trained to conduct inservice workshops for other teachers on classroom use of the curriculum.

It was felt that training this group of teachers would serve several purposes in addition to meeting the inservice needs of Illinois teachers. It would increase the number of teachers and students using the *Expanding Career Horizons* curriculums. Also, this group of teachers and counselors could serve as a network of people with skill in using sex equity materials and would be resources to other educators in the future.

These activities have been part of extensive efforts of the Illinois Office of Education and local educators across the state to provide equal educational opportunity to all students in Illinois. We have felt that by addressing the attitudes and stereotypes that prevent equal opportunity, we have attacked the problem rather than the symptom. Activities such as these require the entnusiasm, cooperation, commitment and support of many people from all level of education. It is hoped that the results of this project will aid others in their efforts to achieve sex equity in education.

APPENDIX A

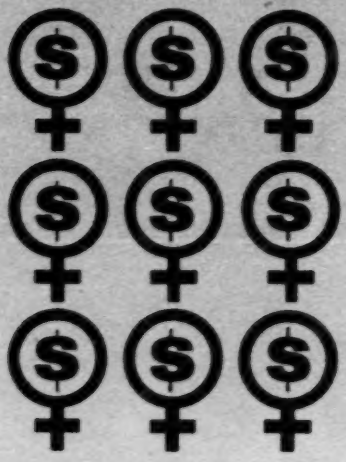
WOMEN IN THE LABOR FORCE
ANSWERS TO THE TRUE – FALSE QUIZ

1. Although some women work for pay all their lives, most women marry young and never join the labor force.

True or false?

FALSE. Actually 9 out of 10 adult women have worked for pay at some time during their lives. The more education a woman has, the more likely she is to have worked.

WOMEN WHO HAVE WORKED



WOMEN WHO HAVE NEVER WORKED

2. Out of every 10 workers, 6 are male and 4 are female.

True or false?

TRUE. In April 1975, 39.8% of the U.S. labor force was female. That means that out of every five workers, three are men and two are women.

U.S. LABOR FORCE

WOMEN

MEN

3. Very few women with children under the age of 18 are in the labor force.

True or false?

FALSE. In March 1975, 52.3% of women with children between the ages of 6 - 17 were in the labor force. That means that slightly more women with school age children were working than were not working.

WORKING WOMEN WITH CHILDREN AGES 6 - 17

NON-WORKING WOMEN WITH CHILDREN AGES 6 - 17

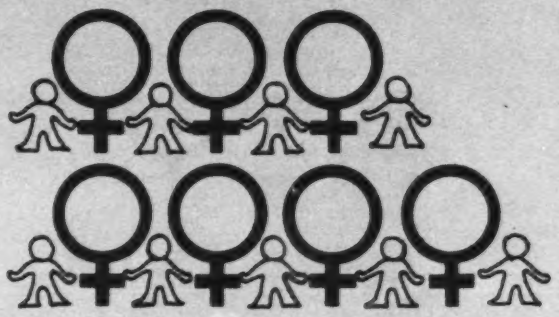
4. Out of every 10 women with children under the age of six, three are in the labor force.

True or false?

TRUE. In March 1975, 36.6% of women with children younger than six years were in the labor force.

WORKING WOMEN WITH CHILDREN UNDER AGE 6

NON-WORKING WOMEN WITH CHILDREN UNDER AGE 6



5. Nine out of 10 men over the age of 16 are in the labor force.

TRUE OR FALSE?

FALSE. In March, 1975, 77.5% of men over the age of 16 were in the labor force.

WORKING MEN

NON-WORKING MEN

6. Eleven million American children live in families in which only one parent is present.

True or false?

TRUE. In March 1975, 11.25 million children, or 17.1% of all children, were living in one parent families, usually with the mother. Most of these mothers work to support themselves and their children. In March 1975, 64.7% of all divorced and separated women were in the labor force, including 71.7% of divorced and separated women with children ages 6-17 and 56.3% of those with children under six years of age.

CHILDREN WITH ONE PARENT PRESENT

CHILDREN WITH BOTH PARENTS PRESENT

7. In families in which the husband and wife are both present, the wife rarely works outside the home.

True or false?

FALSE. In 1975, 44.4% of women who were married and living with their husbands were in the labor force.

8. Nearly half of all women over the age of 16 are in the labor force.

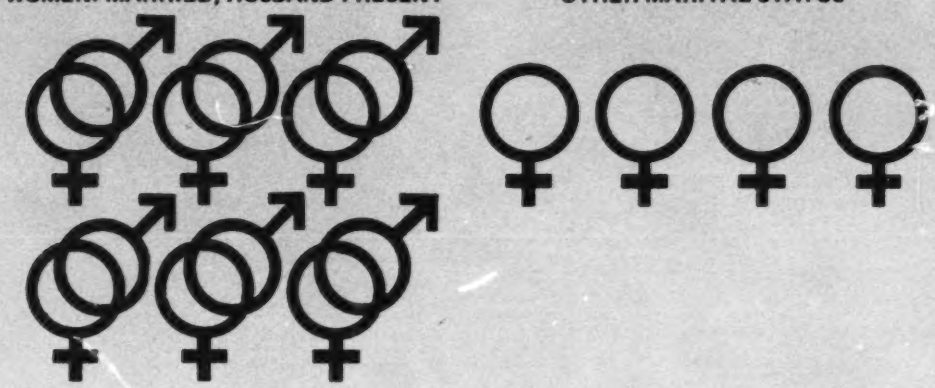
True or false?

TRUE. As of December 1975, 46.8% of women aged 16 years or older were either working or looking for work. Many of those who were not in the labor force were either still in school or over the age of 65.

9. About 4 out of 10 adult women are either single, widowed, divorced or separated from their husbands.

True or false?

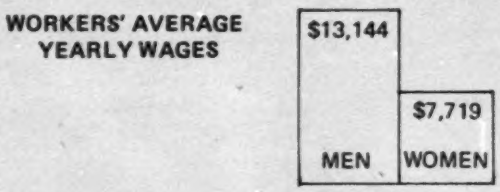
TRUE. In 1975, 22.8% of adult women were single, 12.1% were widowed, 4.8% were divorced and 3.4% were separated for a total of 43.1% in those categories combines. 56.9% of adult women were married and living with their husbands.



10. The average yearly wage for men workers is about $13,000 and the average yearly wage for women workers is about $7,000

True or false?

TRUE. In March 1975, the median earnings of men workers was $13,144 and the median earnings for women workers was $7,719, or 59% of the men's earnings. These figures are for full time, year round workers. One of the primary reasons why women earn so much less than men is because women are concentrated in low paying occupations.



SOURCES OF INFORMATION: TRUE – FALSE QUIZ

#2. U.S. Bureau of Labor Statistics, U.S. Department of Labor, **Employment and Earnings**, monthly, January 1976.

#3, 4, 6, 7. U.S. Bureau of Labor Statistics, U.S. Department of Labor, **Marital and Family Characteristics of the Labor Force**, March 1975.

#5, 8 U.S. Bureau of Labor Statistics, U.S. Department of Labor, **Employment and Earnings**, January 1976.

#9. Bureau of the Census, U.S. Department of Commerce, **Current Population Reports**, Series P-20, Nos. 287, 144, 87.

#10. Bureau of the Census, U.S. Department of Commerce, **Current Population Reports**, Series P-60, No. 99.

#10. **Revised.** Bureau of Census, U.S. Department of Commerce, **Current Population Reports**, Series P-60, No. 103.

APPENDIX B

SEX EQUITY EVALUATION

QUESTIONS

STUDENTS SERVED

1. Are there disproportionately high numbers of males and females in any classes? If yes, are positive steps being taken to correct the imbalance?

2. Do female students feel that they are an integral, valued part of the vocational education program? If not, what efforts are being made to correct this situation?

3. Have special efforts been made to assess the needs of female students in terms of both eliminating obstacles to the free exploration of careers by girls and discovering and reporting the most promising potential opportunities for future employment of women in local and surrounding areas?

4. Are particular efforts made to recruit female students in occupational programs that lead to well paying jobs in what may be considered traditionally male fields?

5. Are vocational education affiliated student organizations equally accessible to students of both sexes? Does an examination of these organizations reveal the presence of females in a substantial number of top leadership positions?

6. Are special efforts made to provide support groups for girls and boys who may be facing ostracism by peers and adults due to selection of a non-traditional occupational program?

7. Do the goals of the occupational education program include insuring the employability of female as well as male students by the time they terminate their education?

8. Are graduation requirements the same for all students?

OCCUPATIONAL PROGRAMS

1. Does the K-8 occupational information program focus adequately on the problem of sex-role stereotyping and take definite steps to combat its stifling influence?

2. Are entrance requirements for various occupational programs the same for both sexes?

3. Do occupational orientation courses attempt to present all program areas as viable options for both female and male students?

4. Have class titles which reflect the expectation that only male students or only female students will enroll been eliminated? (Bachelor Living, etc.)

5. Are teaching materials examined to determine whether sex bias may be perpetuated by language, pictorial representation, choice of examples, etc.?

6. In those cases where expense prohibits replacing sexist curriculum materials, is care taken to point out their sexist nature, discuss implications, and assist students in learning how to deal with similarly slanted educational materials?

7. Considering their unique experiences and special needs, are women of the community being adequately served by the occupational program?

ADMINISTRATIVE ORGANIZATION

1. There should be a clearly written, precisely defined policy statement by the Board of Education in regard to the provision of equal educational opportunity. Does such a policy statement exist?

2. Considering the philosophical stance of the school board in regard to women's roles in vocational education, is it generally supportive of the need to involve women in much more depth and breadth and at all levels?

3. If administrators or school board members appear unaware of the past and current patterns of women's employment and projections for future trends, are efforts made to supply them with data supporting the need to increase the scope of women's participation in vocational education?

4. There should also be a commitment on the part of the school to educate the larger community. Is this commitment spelled out in regard to equal educational opportunity?

5. Do job descriptions clearly indicate that the district is not discriminating by sex in its hiring practices?

6. Are there persons of both sexes in positions of prominence within the administrative structure?

7. Is authority assigned in line with level of responsibility rather than by sex?

8. In terms of providing information to potential vocational education students, are vocational education program offerings presented by both male and female staff whenever possible?

9. Are students of both sexes presented all options in a non-biased manner? (See section headed Guidance Services for clarification.)

10. In terms of remediation, are attempts made to deal with negative peer group reaction to non-traditional choices made or even under consideration by students?

PERSONNEL

1. Are instructors of both sexes equally visible and accessible to students?

2. Are additional responsibilities as well as choice facilities assigned to instructors on an equal basis without regard to sex?

3. When setting standards of qualifications for instructors, is it taken into account that society's role expectations have traditionally made the acquisition of work experience, and in many cases even education, extremely difficult for women?

4. Insofar as possible, are efforts made to employ instructors in fields that may be considered non-traditional for their sex?

OBJECTIVES

1. Are the objectives of the one and five year plan written in such a way that the interests and needs of both male and female students are taken into account?

2. It should be understood that students enter vocational programs with varying degrees of experience. Are classroom objectives written in awareness of the need to compensate for past sex discrimination?

3. Where students may be enrolled in courses considered non-traditional for their sex, are extra efforts made to help them understand and meet course objectives?

EVALUATION

1. In the conducting of the school's general self-evaluation, are representatives of various interest groups (minorities, handicapped, women, etc.) involved to a significant degree?

2. Does the school's self-evaluation consider the problem of sex discrimination in vocational education?

3. Where areas of sex discrimination are identified by the self-evaluation are there follow-up attempts to modify the situation?

RESOURCES UTILIZED

1. Are women represented in adequate numbers on local advisory councils or committees?

2. Do women and men in advisory capacities subscribe to progressive vocational views for both female and male students?

3. Are students of both sexes allowed a voice in the planning and evaluation of vocational programs?

4. Has it been determined whether businesses that provide training stations for students in vocational education discriminate on the basis of sex in official policies or actual practices? (Included may be hiring, firing, training, promotions, wages, fringe benefits, facilities, etc.) Such businesses should be excluded from school work experience programs and should be reported to the FEPC.

5. When representatives from various occupations are invited into the classroom as part of the career education program, are students given the opportunity to see both sexes in both traditional and non-traditional work roles?

6. When media coverage is obtained for local vocational education programs, are students of both sexes sometimes shown participating in fields usually regarded by society as inappropriate for their sex?

7. Are brochures depicting programs in traditionally male fields distributed to female students and vice versa?

8. Is care taken to use non-sexist language in any publication used in connection with the vocational education department? (Use of s/he, his/her or other to refer to both students and instructors; use of descriptive language with which either sex can comfortably identify.)

9. Do photographs and/or sketches in publications show both sexes involved in all programs?

GUIDANCE SERVICES

1. Where more than one counselor is employed, are counselors of both sexes visible and accessible to students?

2. Are counselors taking care not to perpetuate sex stereotyping through personal biases and attitudes that influence their interactions with students and/or faculty? (Are casual interactions characteristically supportive of equal opportunities? Are non-verbal messages and reactions congruent with verbal stances of support for equal opportunities?)

3. When female students are experiencing internal and/or external conflict in their attempts to define roles for themselves free of sex stereotyping, do counselors not only offer their own support but facilitate the formation of mutual support groups among students with similar questions or goals?

4. Do counselors make use of opportunities to discuss with students the wide reaching influences of sex stereotyping and ways of combating its ill effects?

5. Are counselors aware of the discriminatory effects of most interest/aptitude tests, particularly as they apply to female clients? Do counselors take those discriminatory effects into account when working with students and compensate in some way? (Using results of several tests, if in fact these tests are deemed indispensable, openly discussing tests' limitations with students and faculty, developing alternative methods of assessing students' interest/aptitude, etc.)

6. Do counselors search out and maintain the most recent data available with which to inform both male and female students of employment outlooks?

7. Do counselors use knowledge of employment patterns and projections to guide student choice without regard to sex role appropriateness?

8. Do counselors provide unbiased assistance to all students, regardless of sex, in considering possible vocational programs?

9. Do counselors devote relatively equal amounts of time and care to the career counseling of female and male students?

10. Are counselors placing students of both sexes in fields traditionally considered to be appropriate for only males or only females?

11. When a female student chooses a career that may require more physical strength than she in fact possesses, do counselors assist her in developing that strength? (This could be accomplished through an exercise program in Physical Education or a special training course of specific duration.) Such training may be especially appropriate for older women returning to work. Similar needs of male students should not be overlooked.

12. Do counselors take an active role in the recruiting of female students for classes that in the past may have been disproportionately populated by males and vice versa?

13. When a student is placed in a non-traditional vocational education program that may elicit disapproval of peers and unenlightened instructors, do counselors provide support for that student and attempt to modify attitudes of others?

14. When involved in placement of students in work-study programs, do counselors take care to assure equal employment opportunities for both sexes?

15. Do counselors take a share of the responsibility in seeing that those businesses and agencies with which students are placed do not discriminate by sex?

16. In the conducting of surveys, follow-up studies, and all other searches for information, are all forms examined for possible sex bias? Are the same questions asked regardless of the sex of the respondent?

17. Are there sufficient follow-up studies conducted to determine whether in fact both male and female graduates of the vocational education programs are able to find employment in fields related to their studies?

18. Do follow-up studies compare salaries of male and female vocational school graduates?

19. Do follow-up studies investigate the degree of satisfaction ex-vocational school students (male and female) are finding with their work?

APPENDIX C

ACKNOWLEDGMENTS

ASSISTING DISTRICTS AND STAFF

Sycamore High School
United Township Area Vocational Center, East Moline
Elk Grove High School
Joliet Township High School District No. 204
Pekin Area Vocational Center
Decatur Eisenhower High School
Mattoon Community Unit School District No. 2
Herrin Community Unit School District No. 4
East St. Louis School District No. 189
Lake County Learning Community
Steinmetz High School
Chicago Vocational High School

James R. Galloway, Assistant Superintendent
Adult, Vocational and Technical Education
Ronald D. McCage, Manager, Research and
Development Section
John Washburn, Regional Vocational Administrator
Sue Jones Troute, Sex Equity Supervisor/Title IX
Coordinator